

# MIGRATION: “PUSH AND PULL” FACTORS

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<b>Grade Level</b>	7-High School
<b>Duration</b>	2-3 class periods

Ideas shared by Jane Morgan, retired, Corona del Sol High School, Tempe, AZ

## National Standards

### GEOGRAPHY

#### Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

3. How to analyze the spatial organization of people places, and environments on Earth's surface

#### Element 4: Human Systems

9. The characteristics, distribution, and migration of human populations on Earth's surface

## Arizona Geography Strand

### ELA

#### Writing

#### Text Types and Purposes

**7.W.1 and 8.W.1** Write arguments to support claims with clear reasons and relevant evidence.

a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

b. Support claim(s) with logical reasoning and relevant evidence using accurate, credible sources and demonstrating an understanding of the topic or text.

c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

d. Establish and maintain a formal style.

e. Provide a concluding statement or section that follows from and supports the argument presented.

**11-12.W.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and

## Arizona Social Science Standards

### GEOGRAPHY

**The use of geographic representations and tools helps individuals understand their world.**

7.G1.1 Use and construct maps and other geographic representations to explain the spatial patterns of cultural and environmental characteristics.

8.G1.1 Use geographic tools and representations to analyze historical and modern political and economic issues and events.

HS.G1.1 Use geographic data to explain and analyze relationships between locations of place and regions.

**Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.**

7.G3.4 Evaluate human population and movement may cause conflict or promote cooperation.

8.G3.1 Evaluate the impact of economic, political, and social decisions that have caused conflict or promoted cooperation throughout time.

HS.G3.1 Analyze the reciprocal nature of how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

HS.G3.4 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration settlement.

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tone appropriate to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from or supports the argument presented.

### **Production and Distribution of Writing**

**7.W.4 and 8.W.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**11-12.W.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

HS.G.3.5 Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time.

## Overview

Throughout our lives, we will be making decisions about moving to a different part of town, a new city, state or even nation. This activity will focus on the reasoning that goes into making such a migration.

## Purpose

In this lesson students will gain a better understanding of the geographic terms of “push” and “pull.” They will then apply these terms to their own family history.

## Materials

- Analyzing Push and Pull Factors worksheet
- Where Were You Born? Worksheet
- Assessments
- Arizona’s Cities with Compass Rose  
<http://geoalliance.asu.edu/sites/default/files/maps/AzcitiesCompassLatLong.PDF>
- North America map  
<http://geoalliance.asu.edu/sites/default/files/maps/N-AMER.pdf>
- The United States map to project (or assemble Giant US wall map found at <http://geoalliance.asu.edu/sites/default/files/maps/US-tilemap.pdf>)
- 3 colors of markers or sticky dots
- Venn diagram to project

## Objectives

The student will be able to:

1. define the terms “push” and “pull” in terms of migration.
2. identify push and pull factors.
3. analyze their own push and pull factors in terms of their families and themselves.
4. use a Venn diagram for assistance in writing

## Procedures

*Prior to the Lesson: Send home the worksheet entitled, Where Were You Born? Be sensitive to the fact that not all families are traditional and allow for stepparents to be entered into the family history as well as adopted parents, etc. The point is for all students to participate. Students can be encouraged to do some web research to find more information about past generations.*

### SESSION ONE

1. Project The United States map (or post the assembled giant wall map so students can see what will be recorded on the map. Begin the session by having the students take out their Where Were You Born? Worksheets. Then state that today we will be looking at the diversity in America through the lens of just our own classmates. Explain that for the first round, you will be marking where each of the classmates was born. As you call on all of the students, use 1 color of overhead marker (or sticky dot) to place a dot on the state or nation that is called out. After all of the classmates have reported on their birthplace, have the class look for any patterns in the dots.
2. Continue with using another color of marker (sticky dot) and put dots for each parent’s birthplace. After all of the classmates have

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reported on these birthplaces, have the class look for any patterns in the dots. (You will probably notice that more of the dots are outside of the state in which you reside.)

3. Continue with using another color of marker (sticky dots) and putting dots for each grandparent’s birthplace. After all of the classmates have reported on these birthplaces, have the class look for any patterns in the dots. (You will probably notice that more of the dots are outside of the state in which you reside and perhaps are found east of your state or perhaps are foreign countries.)
4. Have the students discuss when their parents or grandparents came to the state in which you reside. Have the students discuss why their relatives moved to this state.
5. End the day with the students writing in their social studies journal or on a ticket out the door, what were two patterns they observed from the map about their classmates.

### SESSION TWO:

1. Introduce the lesson by asking for a show of hands on who has moved once, twice, three times, etc. in their lives. How was it difficult to move all of those times? (Making new friends, going to new schools, fitting in, redecorating houses, missing persons left behind, etc.) What is a benefit of moving many times? (Having more friends, it’s exciting, more money, better house, learning about new places. etc.)
2. Distribute the Analyzing Push and Pull Factors worksheet. Have students answer question one. Discuss some of the answers.
3. Have students answer questions two and three by themselves. Share answers. Possible answers can include: new house, to be near family, better climate, for someone’s health, for a new/better job, to go to school, military service, wanting a change, better standard of living, etc.
4. Have the class contribute answers to question four.
5. Have the students answer questions five and six by themselves. Ask for volunteers to share their opinions.
6. Project the Venn diagram. Have the class contribute answers. Discuss how people coming to the U.S. often have very similar reasons as to why people move within the U.S. (better jobs, better standard of living, to be near family, etc.) However, there are some reasons that people move to the U.S. that don’t really apply to moving within the U.S (freedom of religion, better medical care, more opportunities to go to school, safety

from persecution, right to vote for officials, etc.). Have the students find the reasons in common and write them in the space between the circles.

7. Then complete the map activity by having the students put dots for all of the places they have lived in North America and in their state. Have them connect the dots with a line so they have a record of their personal migrations.
8. Conclude the lesson with students writing an essay describing what they think is the most important “push and pull factor” in terms of migration. In other words, what causes the most people to move? They must support their opinion with facts. This can be done as homework.

## Assessment

### ELA and Geography

Day One: Students’ journal writings or tickets out the door can be graded for completeness and assigned points.

Day Two: The Venn diagram on Analyzing Push and Pull Factors worksheet can be graded for correctness. The essay can be graded using the 6 Traits Writing Rubric focusing on organization and ideas and content.

The final assessment (to define and give examples of a “push” and a “pull” factors) can be graded. Definitions are worth 5 points each (total of 10 points). The examples are worth 2 points each (total of 10 points). Mastery will be considered 16 points or higher.

## Extensions

The map of the classmates’ heritage is a natural bulletin board for open house. Students will show their parents their “family’s dots.” Photos of classmates can also be attached around the map with strings going their birthplace dot.

The mapping of the student body can be a whole school activity. A world map in the cafeteria can be a place for dots to be affixed. It is recommended that you find a huge world map and use removable sticky dots if you want to re-use the map again.

## Sources

World and United States maps can be found at <http://geoalliance.asu.edu/azga/>